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ABSTRACT

The elements of the Adult Basic Education (ABE) program at Kishwaukee College are reviewed. ABE program elements include General Educational Development (GED) program and testing; basic skills courses; English as a second language (ESL); in-plant classes; specialty courses in communicative linguistics and English grammar under ESL; adult performance level (APL) measurements in five major general knowledge areas of health, consumer economics, occupational familiarity, community resources, and government and law; Project LINK curriculum development and teacher training programs for ESL and APL; courses specifically for Indo-Chinese area residents; Comprehensive Employment and Training Act (CETA) projects in GED, ESL, and career awareness for CETA-hired youths; alternative services such as tutoring, a referral agency for financial or legal assistance, a liaison service among community groups, career guidance and awareness center, cooperation with court services, and personal and family counseling. College accomplishments are described in terms of enrollments from fall 1972 through fall 1977 and student educational characteristics. Staff quality and leadership, program costs, and community, state, and federal agency cooperation are also discussed. (TR)

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ADULT BASIC EDUCATION:

CHANGING PEOPLE'S LIVES

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Kishwaukee College

JC 780 231

Cover photo: A recent graduate of Kishwaukee College's ABE program, Opal Davidson of DeKalb, receives her GED diploma from Horace Thomas, superintendent of the DeKalb County Educational Service Region. Although Opal received her diploma at the age of 77, she was not the oldest in her class. Edna Todd, 81 years old, received her diploma on the same day in a ceremony at the Senior Citizen Hi-Rise in DeKalb.

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ABE program offers...

Adult Basic Education (ABE) is unique because adults are special learners. They come to school from all walks of life, at various stages in their lives and for many different reasons. There is a broad representation in the Kishwaukee College program from recent high school dropouts, retired senior citizens, housewives readying to return to school or to a job, migrants preparing to settle-out and many others. The ABE program at Kishwaukee takes the educational needs of these varied students and provides the instruction necessary to fill these needs.

In ABE, many students return for further work in various basic skills. Often this return is motivated by such tangible rewards as a job promotion, while others see the ABE program as an avenue for achieving fulfillment of goals postponed in the past. A desire to learn English and more about the American culture is an impetus for another segment of the ABE students to attend classes.

According to the 1970 U.S. Census, about 40 percent of the adults over 25 years of age in the college district have not graduated from high school and nearly one out of four adults have completed only the eighth grade or less. In addition, many American citizens and persons from abroad who are living in the district need to learn practical English. They include the migrant population in the agricultural area around the college, a large number of Greek and other ethnic groups in the DeKalb area, and families of foreign students attending Northern Illinois University and Kishwaukee College.

The ABE program often becomes a springboard for further training, continued coursework at Kishwaukee College or entrance into a four-year institution. Attitudes toward learning that are fostered in ABE classes help encourage students to continue their education once they leave the program.

The following units describe the elements of the ABE program at Kishwaukee College.

GED

The GED program refers to the General Educational Development Test which is an alternative means to a high school diploma. This section of the Kishwaukee program provides instruction directed toward the skills and information needed to secure the diploma.

The classes are organized so that students may enter at any time, progress at their own rate with teacher supervision, and leave when their goals are achieved. Classes themselves are structured, but student entrance is flexible. This flexibility is not often found in

more traditional college classes because it is less convenient for the teacher. In this program, the teacher builds into the class structure ways of coping with this open-entry open-exit format because they desire to accomodate students.

Teachers work with students in large and small groups and on a one-to-one basis depending upon the needs of the students involved. Students are tested periodically in order to ascertain strengths and weaknesses and to guage student progress. The program is well supported and the number of GED graduates is high. Very little active recruiting is done, but many students are referred by friends or relatives who know about the program.

GED Test

Kishwaukee is an accredited GED testing center in the DeKalb, Lee and Ogle county area. Students may take the GED tests after registering first with their local superintendent of the Educational Service Region.

The test consists of five standardized tests covering English grammar, interpretation of literature, science, social studies, and math. In addition, a passing score on the Illinois and U.S. Constitutions is required to earn the GED diploma.

Students wishing to take the GED test must meet the following requirements (*however, students may take classes without being eligible to take the GED test)*:

* must be 18 years of age, or

*if not 18 years of age, but out of school for at least one year, the applicant may be administered the GED test upon written request of a program who certifies that the applicant has completed a program of instruction provided by certain agencies. If the applicant meets all of the Illinois standards, he shall be issued the Illinois High School Equivalency Diploma upon reaching the age of 19 years. Any questions should be directed to the ABE program personnel.

The GED and Constitution tests are also available in Spanish.

'Adult Basic Education (ABE) as exemplified by the Kishwaukee Program has from its beginning been a product of in-depth PLANNING, diversified PROGRAM and qualified PERSONNEL (PPP). Mathematically speaking, one might say that ABE=PPP=EC (Educated Citizens).'

—**Horace D. Thomas,** Superintendent, DeKalb County Educational Service Region.

'Within the range of diverse programs provided by the community college, there is none whose impact upon the lives of people is more immediate and more positive than in the area of developmental education. These programs represent more than the acquisition of new knowledge and new skills—they represent new attitudes and new hope—and that's what it's all about.'

—**W. Lamar Fly**, President, Kishwaukee College

Basic skills

The Kishwaukee catalog says that the college 'is dedicated to the education of the student by taking him at his base-line level of education and aiding him in achieving his maximum effectiveness and optimum level.' It is in this component of the ABE program that this statement takes on its greatest significance. The basic skills area deals with students whose needs and skills are both limited and varied.

Basic skills can mean a home tutoring situation with a student who is a nonreader and lacks the self-confidence to work in a classroom situation. It can be several students in a classroom working in a small group with materials selected to correct specific deficiencies. It can also mean a transitional class to facilitate the transition of ESL students into regular college classes. In such a class, students learn sophisticated note-taking and composition skills that enable them to compete with native speakers. Basic skills does not mean remedial—it means developmental in that sense that it is highly specialized, intensified and individualized courses of study.

Such education calls for accurate instruments to inventory strengths and weaknesses and chart progress. The program uses standardized tests such as the Michigan Test of English Language Proficiency and Test of Adult Basic Education, accompanied by teacher observation, to place students. Individual student folders are kept and educational goals are mutually set and evaluated. Students feel secure knowing that they are advancing toward a realistic goal and can feel accomplishment as they overcome intermediate hurdles.

Basic skills classes are focused on the whole person—taking into account the many facets of a person's life that influences learning. It is caring and concern combined with competence, based on mutual security and trust.

'The thing that makes Kishwaukee College unique among other community colleges is the attitude of advocacy at the state level in pushing for educational programs for the farmworkers throughout the state and among other community colleges. This makes Kishwaukee outstanding and different.'

—**Roberto Munoz**, Executive Director, Illinois Migrant Council

ESL

English as a Second Language (ESL) provides the basic language skills of speaking, listening, reading and writing English to limited English speakers. The program presently has representatives from nine countries. The basic programs uses an adult performance level (APL) curriculum so that as the students learn English, they also acquire the ability to use this language in practical, everyday situations.

In addition to the regular ESL classes, an intensive ESL program that meets about 3½ hours a day for five days a week is also offered. The class is multi-level and utilizes the newest ESL methodologies and audio-visual equipment. Special provision is being made for groups of foreign students who need added credit in English for admittance to colleges and for immigration requirements.

As part of the service to the community, many ESL classes are taught in area industries so that students may learn at times and places convenient to them and so that industries may improve their efficiency of operation through better communication.

In-plant

During the last year, more than 80 students were served in four classes in area industries and it is expected that this number will be increased in the future. Management of the industries has been cooperative and receptive to the idea of in-plant classes because of the improvement in employee skills. During the past classes, several students have been able to qualify for promotion to a supervisory capacity because of increased basic skills.

Industries wishing to offer in-plant classes should contact the program coordinator at the college.

Specialty

As students progress, their abilities widen and their learning takes on new parameters. To meet demands for advanced ESL, two new classes have been added to the curriculum. One such class is Communicative Linguistics. It provides analysis of English grammar and structure from an ESL point of view. It focuses on and corrects common errors that non-native English speakers make as they approach fluency in English. The course is very helpful to foreign students who need added English skills in order to enroll in local college and university programs.

Cross-cultural Communication is another course strongly recommended for ESL students. It attempts to deal with cultural differences that students from other countries experience when they come to the United States. These differences are discussed and ways of dealing with them effectively within the local community are taught. This course contains a heavy emphasis on reading and it works to improve reading skills using many and varied materials.

Both courses form part of the intensified ESL course block.

Special Services

Several special services are available to ABE students at the college including:

* **a tutor** who works with students on an individual basis. Often these students have failed repeatedly in school and have a low estimation of their own ability to learn. Tutoring seems to provide the right combination of sequenced learning and positive reinforcement that such students require.

* **a referral agency.** Students in ABE classes often need financial or legal assistance. ABE teachers are kept informed of the services

'Kishwaukee's ABE program offers this training (English language, intensive reading and college study skills), together with a great deal of the support needed to keep these students in the program. Our students have consistently expressed satisfaction with the Kishwaukee ABE program, and feel that they are progressing rapidly. Without this ABE program, many of these students could not successfully complete their college level courses.'

—**Patsy J. Mullin,** Education Coordinator,
Illinois Migrant Council, Rochelle.

rendered by local agencies so that qualified students may take advantage of such programs as the need arises.

* **a liason service** among local community groups. It works together with factories to ascertain educational needs of employees and with other community agencies as needed.

* **a career guidance and awareness center** is being established at the college under a special grant. This center will work with local high schools and employment agencies, as well as out-of-school youth to provide broad and current career information and training.

* **cooperation with court services** to provide educational input for specific juvenile cases as well as classes in jails.

* **assistance for students at Opportunity House** by providing them with transportation to the college campus for basic skills instruction and a chance to socialize with other students. Many students at Opportunity House are eventually able to live away from the residence facility. The simple problems in addition and money-counting skills help them when they do their laundry or shop for groceries.

* **special counseling** is available in the area of personal, family and career counseling. Most of the academic and some of the career counseling is handled through the ABE teachers.

APL

Adult Performance Level (APL) grew out of a study done by Dr. Norvel Northcutt of the University of Texas which revealed that about 20 percent of the adults in the country were functionally illiterate and could not deal effectively with the complexities of modern living. They isolated five major general knowledge areas of health, consumer economics, occupational knowledge, community resources, and government and law, and then developed educational objectives for each area.

The college has done considerable development of the APL concept through Project LINK and has integrated APL into most of its ESL classes. The program has purchased a complete set of APL videotapes for student use. These deal with problems confronted in everyday life.

Project LINK

Project LINK is in its second year of curriculum development and teacher training in the areas of ESL and APL. The project is funded by the Illinois Office of Education with federal funds from the U.S. Office of Education.

During the first year, curriculum development in this new area was emphasized while curriculum field-testing and teacher training are the major emphasis of the current year.

The products of the first year included *APL Needs Assessments, The Project LINK Placement Test, The Reading Readiness Test,* and *The Project LINK APL/ESL Curriculum* which includes curriculum, reading comprehension materials, reading skills materials, and a bibliography. The goal of the curriculum is the development in each learner of effective English language communication skills that will allow the student to participate fully and satisfyingly in the community situation.

The curriculum is individualized within a group. It encourages instruction that takes into account the individual needs, abilities and life experiences of each student, while maintaining a group-centered learning environment. Students are encouraged to generate their own language through innovation and experimentation. They learn to use the language rather than learn the language.

This year, the curriculum units are being field-tested in six community colleges by 10 teachers. The project staff has visited and observed the teachers in their classrooms. Three workshops have been planned to provide teacher competencies needed for teaching APL/ESL.

Initial reactions of field test participants indicate that the APL/ESL curriculum is generally well-received.

Indo-Chinese

This new program, funded by the Illinois Office of Education and the U.S. Department of Health, Education and Welfare, was started October 1977 at Kishwaukee. At the beginning the program served 10 families and 13 individuals including college students studying at Northern Illinois University.

Services offered to the Indo-Chinese include classes in ESL, home

'The English as a Second Language Program and Project LINK, operated by Kishwaukee College, have provided active leadership in the field of teaching English to non-English-speaking adults. Vital ideas in language teaching, such as relating language learning to competencies needed for adult living, building community within the classroom to give adults the support and security needed to learn a new language, and meeting the individual needs of adult language learners, have been given shape and direction at Kishwaukee. The staff involved are to be commended for their efforts and accomplishments and the leadership they have provided.'

—**Bob Poczik**, Adult Education Specialist, State of New York
State of New York.

visits, counseling, job searching, and a monthly newsletter called *Đại Địa Mới*. Currently, the program offers two morning and two evening ESL classes to meet the various schedules of working families. Social activities have also been planned to give the Indo-Chinese community a chance to meet other members of the community in which they live. The program is also involved in assisting refugees applying for permanent resident status with the Immigration and Naturalization Service.

The program is directed toward meeting the social and educational needs of the Indo-Chinese community as they strive to become members of their new country.

CETA

The program maintains close working relationship with CETA (Comprehensive Employment and Training Act) offices in Freeport and DeKalb. Past projects have included special classes in GED preparation in Rochelle, DeKalb and the Ogle County Jail in Oregon; an ESL class in Genoa; and a special career awareness project for youth hired by CETA during the summer. Some students, under the CETA program, are placed individually in classes.

The DeKalb office of the Kane-DeKalb County CETA Consortium provides an on-campus counselor for CETA students who also teache some ABE/GED classes.

'The DeKalb CETA Office has enjoyed a very positive relationship with Kishwaukee College during the past two years. We have found Kishwaukee to be sincerely interested in vocational and remedial education and in meeting the needs of the individual student as well as the community at large. Kishwaukee has also been most cooperative in the development of programs designed to meet the special needs of CETA clients including a three-day workshop for CETA summer youth covering career awareness and job readiness.'

—**Lynne L. Morel**, Director, DeKalb Field Office, Kane-DeKalb County CETA

'The ABE program has been very supportive to having the Alternative Program involved with the college.'
–Susan Klein, DCSEA Alternative High School

Alternatives

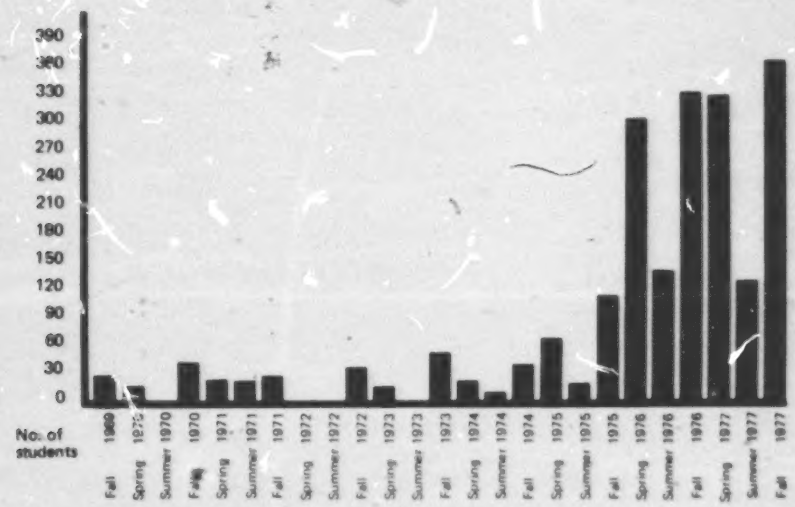
The Alternative High School Program of the DeKalb County Special Education Association, provides a difference approach to the traditional high school curriculum. This program is housed on the college campus and a close working relationship exists between the program and the college's ABE and career programs. Students from the alternative high school are integrated into existing college classes when possible. Students enroll in basic skills courses that count toward high school graduation while simultaneously participating in vocational programs geared to their interests and abilities.

Accomplishments

Since the college's comprehensive ABE program was started 2½ years ago, it has been highly successful when measured by number of persons served, diversity of persons, changes in the lives of the students, quality of the teaching or other common methods of measurement. During this period the number of students has grown from about 40 each semester to more than 360—about 10% of the college's total student headcount. At the same time, the college's GED graduates form the third largest high school graduating class in the district.

But the ABE program is much more than a GED preparation class. It involves students who come to the program with *no* reading or writing skills. For these students, the program may need to take the student through 12 years of education within 1½ years—the period after which the patience of adult learners may wear thin. Or these students may never be capable of progressing beyond a reading level of Grade 1 or 2. For them, the program attempts to increase their skills to the maximum whether this results in a GED diploma, an eighth grade diploma or additional skills which will allow the person to hold a job and live a satisfying life.

The ABE students are very diversified. There is no average student. The mean age is about 28 years of age, but the range spans more than 80 years. The oldest student is 88 years old. In the last 2½ years, about 30 students have been 60 or older and another 50 students have been in their 50s. The largest single group of students though are in



NUMBER OF ABE STUDENTS EACH SEMESTER

ENROLLMENT IN ABE PROGRAM BY SEMESTERS

Semester/ Year	Headcount			Total Class Hours	Credits		
	Total	ABE/GED	ESL		Total	ABE/GED	ESL
Fall 77	367	277	90	9,105.0	607.0	479.0	123.0
Summer 77	130	97	33	2,625.0	175.0	126.5	48.5
Spring 77	330	239	91	8,287.5	552.5	392.5	160.0
Fall 76	331	249	82	8,377.5	558.5	420.0	138.5
Summer 76	142	97	46	3,202.5	213.5	159.5	54.0
Spring 76	304	203	101	7,935.0	529.5	333.0	196.0
Fall 75	113	70	43	4,215.0	281.0	119.5	161.5
Summer 75	23	23	0	832.0	64.0	64.0	0
Spring 75	63	63	0	–	–	–	–
Fall 74	37	37	0	1,605.0	107.0	107.0	0
Summer 74	9	9	0	390.0	26.0	26.0	0
Spring 74	22	22	0	858.0	66.0	66.0	0
Fall 73	56	56	0	2,475.0	165.0	165.0	0
Summer 73	0	0	0	0	0	0	0
Spring 73	17	17	0	429.0	39.0	39.0	0
Fall 72	33	33	0	1,365.0	91.0	91.0	0

their early 20s, recent stopouts from high school who have become aware of the need for the skills represented by a high school dipoma.

The educational level of students in the ESL program is generally both higher and lower than ABE/GED students. More than 5% of the ESL students have a bachelor's degree and are interested only in language skills and the cultural adjustments which must be made. However, another 68% have an educational level between the fourth and eighth grades. At the same time, 50% of the ABE/GED students have between a ninth and twelfth grade education.

Female students in the ABE program outnumber the males only slightly—55% to 45%. In the ESL program, the ratio is even.

About 3/4 of the students each semester are first time enrollees at the college with an average time of more than 6 years away from education. However, about 10% of the students have not been in a formal class for more than 20 years.

About 11% of the students last attended DeKalb High School, about 9% last attended Rochelle Township High School and about 6% last attended Sycamore High School. Another 24% last attended Kishwaukee College and these represent the continuing student.

'The most exciting new enterprise in adult education is the movement toward developing programs to meet the functional competency needs of adults. Project LINK is utilizing Adult Performance Level (APL) research in meeting the needs of a very special part of our client population, the non-English speaking adult. Their activities in identifying client needs, developing competency-based curricula, and training adult education staff are critical to the development of a comprehensive system of instruction. Project LINK is to be commended for its' innovative work in this important area of adult education.'

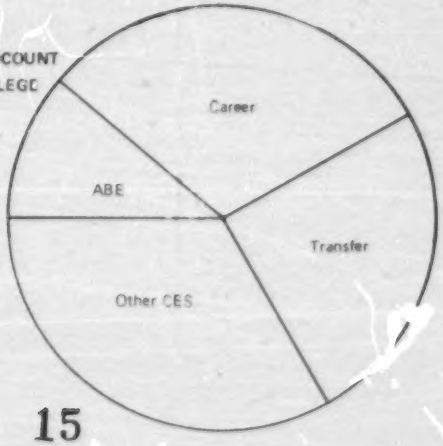
—Jim Parker U.S. Office of Education, Washington, D.C.

Another 14.7% of the students have last attended foreign schools, but more than 45% of the ESL students have last attended a foreign school.

Although the Kishwaukee College District has a population of only 1½% non-Caucasian, according to the 1970 U.S. Census, the ABE program enrolls nearly 40% non-Caucasian students. Included are 19.7% Mexican background, 11.8% other, 5.8% Oriental, and 1.7% black. While most of these students are enrolled in the ESL portion of the program, nearly 40% of these are in the ABE/GED classes.

Students in the ABE/GED program are nearly evenly divided between married and single. About 46% are married, about 45% single, 3% widowed and 6% divorced. Among the ESL students, the married student is more prevalent. Nearly 59% of the ESL students are married and 39% single.

TOTAL ABE STUDENT HEADCOUNT
COMPARED TO TOTAL COLLEGE



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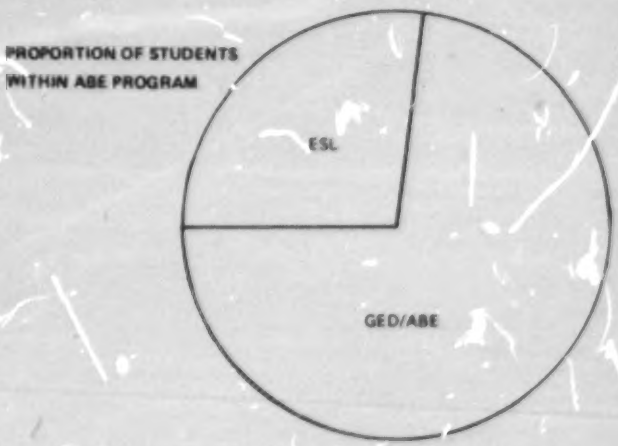

As may be expected most ABE program students live in DeKalb the largest population center in the district, but the ABE/GED students are reasonably well distributed throughout the district. DeKalb is the residence of 28% of the ABE/GED students while 19% live in Rochelle, 11% in Genoa, 4% in Kirkland, 2% in Kingston, 2% in Malta, 18% in Sycamore and 2% in the Oregon area. On the other hand, nearly all ESL students live in the three largest cities in the district. DeKalb accounts for 49%, Rochelle 32% and Sycamore 10% of the students. Genoa is the residence of another 2%.

'Over the past several years, the Illinois Office of Education, Adult and Continuing Education Section has, both monetarily and programmatically, supported the adult basic education program at Kishwaukee College. In addition, Kishwaukee has been the recipient of grant awards to develop and field test exemplary curriculum materials in ESL and its applicability to the APL concept. Thus far, the results of these innovative projects are encouraging and may have significant ramifications for ESL instruction. We look forward to continued cooperation with Kishwaukee in providing quality adult education services to their students.'

—Illinois Office of Education, Adult and Continuing Education Section

The most important evaluations of educational programs—especially in adult basic education—must involve the impact of that education upon each individual's life. Although it is much harder to quantify, this type of evaulation is much more legitimate when the goals of education are considered. The following is a sampling of the stories of a few of the present students involved in the ABE program.

Self-satisfaction

Edna had a unique gift for herself and her grandson. For six months, she worked and studied for her high school equivalency diploma and finally she earned it shortly before Christmas. It was just in time to present it to her grandson who was graduating from Penn State University.

Edna is 81 years old and through the GED class at Kishwaukee she was able to fulfill a life-long desire of graduating from high school. As a young girl, she had to work on the farm and help provide for her family and this left her with no opportunity to complete high school. Soon afterwards she married and began raising her own family. Later in life, Edna was stricken with a virus that caused her hip joints to fuse and lock in place. Since then, she has used crutches. During a recent semester, Edna joined several of her friends at the Senior Citizen High-Rise in DeKalb in taking a special GED class in which the youngest student was 69 years old.

For many years, Edna had dreamed about earning a high school diploma and she finally succeeded—at the age of 81!

Determination

One GED student has had to face many handicaps in earning her diploma. This Japanese woman has two small children and finds it hard to reserve time to study. Her husband's class conflicts with the GED class and so she can attend only once a week.

The additional problem of English not being her native language necessitated her use of a tape recorder in class and frequent queries to the instructor about the new vocabulary. In spite of all of these handicaps, however, she passed the Constitution test with a very high score and is working on the other parts of the GED exam.

She said, 'I study every time that I can find five minutes.'

A New Start in Life

Alex's mother deserted him when he was 3 years old. By the time that he was in high school, he was doing drugs and stealing. After that he was arrested for shoplifting, arson, disorderly conduct, auto theft, driving while intoxicated, driving without a license, and various other traffic violations.

After quitting school, Alex was sent to an Alcoholic Center

because he had no place to stay. After being in jail more than a dozen times, he left for Florida where he found nothing to satisfy his needs, so he hitchhicked back. On a trip to Texas, he was arrested for public intoxication and unlawful possession of a firearm. After release from jail, Alex was again arrested for burglary and sentenced to a one-year jail term.

While in jail, Alex attended a GED class offered by Kishwaukee College and received his high school equivalency diploma. He has now been released from jail and has a full-time job. His immediate plans are to get a better job and to enroll in college.

Catching Up

One student in the ABE program has cerebral palsy. He had been a resident of a state institution for many years where he had received the 'wrong kind of education'—as a retarded individual.

Now he is trying to catch up on the elementary education that he has missed. He is also attending a speech clinic at Northern Illinois University. During good weather, he rides a three-wheel bike to class and during bad weather, the GED teacher has furnished him with transportation.

Career Skills

Jessie worked hard to educate himself in a new land so that he could support his family. He enrolled in GED and ESL classes to improve his English skills. Although he spoke English well, he had some difficulty with reading and writing skills. Jessie decided that he wanted

'I am a student who is working with Kishwaukee's tutor. Before I started class, I couldn't read any words with more than three letters. I couldn't even write my own address. I had to depend upon my wife to read and write things for me. In the six weeks that I have worked with the tutor, I feel that I am 100% better. I can write my address now. I can read words and figure out new ones by sounding the letters. I am learning to spell and work fraction problems. I wish that I had gone back to school 25 years ago. My tutor is terrific. She's just perfect for me.'

—Marvin Ferguson, ABE student

to attempt the GED exam in English even though he had graduated from a high school in Mexico.

After passing his GED exams, Jessie enrolled in the automotive program at Kishwaukee. At first the classes were difficult because very few automotive terms were in the Spanish/English dictionary. However, through the combined efforts of the ABE teachers and teachers in the automotive program, special vocabulary assistance was given through the GED class. With the help of Kishwaukee College and CETA, Jessie has now secured employment as a mechanic sufficient to support his family of nine!

Stepping Stone to College

Sylvia enrolled in a GED class as a preliminary step to college coursework. Through much studying on her own and in class, she completed three tests of the five when personal and financial circumstances caused her to withdraw.

She worked for a period of time as a waitress in a local Mexican restaurant and studied for her remaining GED exams at home. After she passed the complete battery of tests, Sylvia enrolled at Northern Illinois University where she is currently completing coursework for a major in marine biology. She has a relative teaching at Mazatlan, Mexico and hopes to transfer there and complete her college degree.

A New Job

Betty was in the Laubach Literacy Program in DeKalb with an individual tutor. She had not attended high school, was 50 years old and unemployed. Betty was a good student, but needed considerable time to catch up on the four years of high school.

After 1½ years with the Laubach program, her tutor brought Betty to Kishwaukee for some additional assistance before taking the GED test. She passed and also took typing and English classes at the college. Betty is now very successful in her secretarial job in a large organization.

Studying!

Juanita is studying for her GED exam. She has taken the Spanish version of the study materials for the Constitution, but she is very determined to take the test in English.

In addition to attending classes, Juanita is working on her second elementary math book on her own. She is doing careful complete work according to her teacher. Juanita said "I spend a couple of hours a day studying. I just love it!"

A Better Life

Shirley had been unable to advance in her job because she did not have a high school diploma. Her husband was at a standstill for the same reason. After Shirley began taking the GED test, her husband became interested in her progress and began reviewing the material with her. As a result, problems at home tended to solve themselves. Upon completion of the GED, Shirley received a raise in pay and she is in line for a job promotion.

Better Citizen

Ray admits that he had numerous problems as a high school student. All of these problems caused him to seek satisfaction in the outside world before graduation. However, the five years away from school had shown him the need for a high school diploma. Prior to taking classes to get the diploma, he had seen society as a group of people 'out to get him.' After studying the Constitution materials and completing the requirements for the GED diploma, he now sees the world in a different light and hopes to rear his young son in such a way as to avoid the pitfalls that trapped him.

Families of ESL students get together for a summer picnic and some out-of-class socialization.

Quality of Staff

Because of the program's strong emphasis on individualized student learning, high quality teaching ability and a strong commitment to helping others are essential among ABE teachers. The program has high expectations of its teachers including:

- **the ability to build a positive self-image.** Although teaching styles may vary, the program's teachers recognize the need to accept a student where he is and to provide instruction at that level in a positive way.
- **a willingness to give of time and energy** beyond the minimum required. The field of adult education offers periodic workshops and staff development sessions and both part-time and full-time teachers attend these during the evenings and weekends at no extra pay.
- **a willingness to share in the concerns and problems** of their students. In order to teach about rights and responsibilities guaranteed under the Constitution, the teachers have to make sure the students who are in class are not struggling to get very basic justice themselves.
- **a desire to excel in their field** and to be a leader. Teachers in the program are continually upgrading their expertise and knowledge and then sharing it with other teachers and programs.

Present Staff Members

Lory Cassin has taught in the college program since the Spring of 1975. Before that she taught ESL in the ABE program in Mesa, Ariz., and prenatal and postnatal education at the Home Birth Center, Santa Cruz, Cal. She has worked as a multicultural teacher for low income culturally-disadvantaged and transient students. Lory received her BS and MS degrees in education from Northern Illinois University.

Evelina Jose Cichy received her BA in English from the Phillippines and an MA in political science with a Southeast Asian Studies concentration from NIU. She has worked as an assistant editor for a Phillippine journal, an abstractor for the ERIC Clearinghouse on Career Education and as an assistant for the Clearinghouse on Adult Education and Lifelong Learning.

Jeanette Crum has an educational background in business and family social services. In addition to her experience in developing the college program, she has served as vice chairperson of the State Board of the Illinois Migrant Council and as vice chairperson for the Regional Adult Education Service Center Advisory Committee. Other boards that she serves on are the State Advisory Committee for English as a Second Language, Regional Advisory Council of the Illinois Migrant Council, an Illinois representative to the National Association of Farmworkers Organization and the Midwest Association of Farmworkers Organization, Region 1 CETA Manpower Committee, and the Governor's Committee on Equal Employment Opportunity Compliance for Manpower Programs.

Dalton DeHart has taught at the junior high and high school levels as well as the university level. He has worked extensively with students through community organizations and churches. Recently, Dalton taught classes at a jail and also at a senior citizen housing area. His education includes a BS and MA from Sam Houston University and all coursework for a PhD in English from NIU.

James Grinnell holds a BS and MS from Dakota State College and South Dakota State University. In addition to teaching in secondary schools in South Dakota and Illinois, he has taught at South Dakota State and NIU. Jim also has worked for the

State of Illinois Department of Employment Security and published articles and reviews in several journals.

Joanne Herrada will receive her MA from NIU soon with a major emphasis in the field of Adult Continuing Education. She holds a BSEd from NIU and has studied at Texas A&M and the University of Guadalajara, Mexico. She teaches classes in various factory and church locations as well as on-campus. Joanne's professional activities include acting as a consultant for educational workshops in Illinois, Kansas, Ohio and Michigan as well as for the Bilingual Educational Service Center. She also is a member of the Illinois Inter-Agency Committee on Migrant Affairs.

Marty Leifheit was chairperson of the Laubach Literacy Council in DeKalb for two years and served as an assistant to a social worker at the Red Cross prior to her becoming an ABE/GED teacher and tutor at Kishwaukee.

Jean Smith received her BSEd from ISU and has done further graduate study at the University of Colorado, Northwestern University and NIU. Her early work involved teaching high school speech, English and drama. Jean was head of the English Department at West Chicago High School and more recently she was the junior high school language instructor at Creston Elementary School.

Robert Ryan brings to the program an extensive personal knowledge of Southeast Asia, years of ESL teaching and a strong academic preparation in adult education and language teaching methodology. He is a consultant and presenter for numerous ESL, APL and Bilingual Education conferences and workshops. His most recent interest is in the community language learning method of ESL instruction. He is one of the few persons in Illinois presently qualified to consult and give instruction in this method.

Bruce Wade is an ESL instructor at the Illinois Migrant Council in addition to teaching at Kishwaukee. He is a former high school and grade school teacher and a former supervisor at the Illinois Youth Center.

Betsy Watson has a BSEd from NIU and has done graduate work there also. Before coming to Kishwaukee, she was a fourth-grade teacher, using the Westinghouse Plan, for the Naperville Elementary School District.

Staff Leadership

The ABE staff has contributed to professional development and leadership in the field recently by many activities including:

* Lory Cassin is a founding member of the National Association for Remedial/

'As coordinator of the Adult Education Service Center, I would like to recognize the position of leadership that the Kishwaukee College ABE program has assumed in the past year. Jeanette Crum, Helen Alkasab, Bob Ryan, Lory Cassin and Joanne Herrada have all contributed directly to the professional development of ABE teachers in IOE Region II.
—**Robert E. Nolan,** Coordinator, Region II Adult Education Service Center, Northern Illinois University.

Developmental Studies in Post Secondary Education and is currently serving on a convention planning committee.

*Members of the Kishwaukee College ABE program presented about one-third of the sessions at the Region II Adult Basic Education Workshop in Aurora, covering such topics as APL reading, community language learning, individualizing an ESL class, and integrating APL into the ABE curriculum.

*Two staff members made a presentation at the state convention of the Illinois Association of Community and Junior Colleges Faculty Division on remedial education.

*Several photos of the college's ABE program were selected to illustrate a new book, *Teaching Reading in Adult Basic Education*, written by Fay R. Bowren of Illinois State University and Miles V. Zintz of the University of New Mexico.

*Robert Ryan conducted several workshops on Community Language Learning and Its Application to Teaching including at the ESL Center in Arlington Heights for teachers of many state ABE programs.

*Joanne Herrada gave presentations at teacher workshops for the Cleveland Public Schools, the Wichita Public Schools and the Kalamazoo, Michigan Schools.

AGENCY COOPERATION

The ABE program works closely with many agencies on the local, state and national level in developing a comprehensive and effective service to the community. Some of the agencies include:

Local - Opportunity House, Children's Learning Center, DeKalb County Migrant Ministry, CETA Region 1 (Highland Community College), DeKalb County Public Aid Department, Voluntary Action Center, The Learning Exchange, Northern Illinois University, Illinois Migrant Council (North Central Region), Youth Service Bureau, DeKalb County State's Attorney, Dept. of Children and Family Services, State of Illinois Job Service, Sheltered Village, Right to Read Council, Kane-DeKalb County CETA, Adult Probation Services, DeKalb County Educational Service Region, DeKalb County Personnel Association, Ogle County Educational Service Region, Juvenile Court Services, Ben Gordon Mental Health Center, Lee County Educational Service Region, churches, high schools, and industries.

State - Illinois Office of Education, Illinois Migrant Council, Illinois Community College Board, Illinois Inter-Agency Committee on Migrant Affairs, Public Adult and Continuing Education Association.

National - U.S. Office of Education, National FarmworkersAssociation, the National Association for Public Continuing and Adult Education, and the Teachers of English to Speakers of Other Languages.

Cost of the Program

The classes involved in the ABE program are generally free to the students. The tuition for students in most of the classes is paid by the Illinois Office of Education, Adult and Continuing Education Section with some additional funding from the Illinois Community College Board through regular state aid and special grants.

CETA supports the program through individual tuition payments for CETA-eligible students or through complete support of special class size projects. In addition, several community organizations such as the DeKalb Migrant Ministry provide special support for individualized tutoring, supplies and other much-needed items.

"A wide variety of commercial and teacher-made materials have been combined with exciting and innovative approaches to second language teaching."

—Joanna Escobar, coordinator, Illinois Statewide ESL/Adult Education Service Center, Arlington Heights